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ABSTRACT

This report presents Phoenix College's (PC's) 1999-2000 institutional effectiveness annual report. The 1998-99 academic year was most notable for an important upswing in enrollment, the opening of the Fannin Library, and a continued increase in the diversity of students. Enrollment increases were noted in both fall and spring semesters, with a year-end full-time student enrollment of 5822 (a 4.1% increase over 1997-98). Strong efforts from many college departments toward retention and customer service, along with ongoing curricular revision, were important factors in this increase. The Family Care Center opened and some classroom and administrative spaces were improved. The diversity of the student population is becoming a key characteristic of Phoenix College life. Technology planning and implementation continue to be important challenges for PC, as does the maintenance of stable or increased enrollment. This report also outlines the 1999-2000 college objectives for: institutional effectiveness/process improvement, which will emphasize outreach/enrollment/recruitment/marketing, long-range planning, staff development, budget process, room and class scheduling, and recruitment of diverse faculty and staff; assessment; technology; and campus climate. Included in the appendices of this report are PC's mission and institutional goals (rev. 1999) and Maricopa Community College District's governing board goals (rev. July 1999). (VWC)

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ED 445 710

Phoenix College Institutional Effectiveness

1999-2000

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I. Introduction

Planning processes at Phoenix College continue to evolve to reflect the national, state and local emphasis on accountability and, in particular, the emerging focus on "institutional effectiveness." For the past several years the college has produced an annual Planning Document which has served as the annual report from the president's office, encompassing important data trends, progress on annual objectives and an overview of the status of the college.

This Institutional Effectiveness annual report subsumes the role of the Planning Document and includes what will be an annual report on Student Academic Assessment, a key component of the overall Institutional Effectiveness. As has been noted in other reports and presentations, the college efforts in Assessment of Student Academic Achievement have been, and will be, a major focus for the instructional office and faculty. Under the leadership of

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the Dean of Instruction and with the support of a full-time Institutional Researcher and faculty leadership, the college has refocused, continues to refine and has begun to implement its plan for Assessment.

Each college department submitted an annual report to the appropriate dean's office in May/June 1999. Each dean and the Executive Assistant to the President then submitted the annual report from his/her area. All of these reports are reviewed by the president and are synthesized in an effort to present an overview of the status and progress of the college. Information concerning college operations is summarized on pages 5 through 7 of this report.

College-wide forums were held during the year concerning topics of interest, including retention, assessment, and technology planning. The Phoenix College Planning Council utilized the information received in these forums to develop, in an inclusive process, college objectives for the next academic year. A review of the progress toward the 1998-99 College Objectives is included in the Institutional Effectiveness section of this report (pp. 4 - 7) and the College Objectives for 1999-2000 are identified.

Annual Report - Executive Overview

The 1998-99 academic year is most notable for an important upswing in enrollment, the opening of the Fannin Library and a continued increase in the diversity of our students. Enrollment increases were noted in both fall and spring semesters, with a year-end FTSE of 5822 (a 4.1% increase over 1997-98). Strong efforts from many college departments toward retention and customer service along with ongoing curricular revision have been important factors in this increase.

The Fannin Library opened in August 1998 although the construction project was not officially completed. Students, faculty and staff are justifiably proud of this addition to the college campus. Students can be found in the open lab areas, in general seating and in the many study rooms throughout the college day and evening and on Saturdays. The wonderful college photography collection is now displayed throughout the building to be enjoyed by the college and the community.

The Osborn property continues to be improved. Last year the Family Care Center opened and some classroom and administrative spaces were improved. The Culinary Studies instructional facility, including The Culinary Café, will open for Fall, 1999 and new restrooms and stairs are in place. Meeting spaces now available for college and community use include the Dome Conference Room, the Willo Room and the Palmcroft Room. Landscaping and site improvement will continue throughout the next year.

The diversity of our student population is becoming a key characteristic of Phoenix College life. During the 1998-99 academic year, less than 50% of our students identified themselves as White (non-Hispanic). Additionally, more than 12% of our students identified themselves as immigrants or refugees from more than 90 countries. The languages most spoken by our students are English, Spanish, Vietnamese, Russian/Bosnian, and Arabic. Serving these diverse communities and students may be the most important challenge and opportunity facing PC now and in the future.

There are, of course, multiple opportunities and challenges facing the college for the 1999-2000 academic year. Technology planning and implementation continue to be important challenges for PC, as does the maintenance of stable or increased enrollment. Once again the college will experience some frustration with major construction projects - the new Multipurpose Instructional Building and the renovation of the Central Services Building into a new Administration Building. The further development and implementation of the college Assessment Plan will require significant attention from the Instruction Office and faculty. And as always, the college must pay special attention to serving our very diverse student population.

III. Institutional Effectiveness

A. Who do we serve and expect to serve? What are the opportunities and challenges confronting Phoenix College?

A scan of the internal and external environments provides some answers to these questions. Demographic information about the current student population and significant changes over the recent past in those demographics are important in the internal scan.

The FTSE history indicates a significant rebound in 1998-99 from several years of struggling with enrollment decline. The continuing very strong economy in Arizona and central Phoenix will continue to impact enrollment at PC and other Maricopa community colleges in central Phoenix.

Enrollment (Annual FTSE) History

1998-99 5821.7

1997-98 5591.4

1996-97 5709.5

1995-96 5914.4

1994-95 5933.1

The local community is shifting to a greater percentage of persons who are ethnic minorities. In 1997-98, 24% of PC students reported their ethnicity as Hispanic, compared to 16% for the entire district. Twelve (12%) of PC students report their status as immigrant or refugee, representing about 90 countries and about 45 languages spoken.

About 75% of PC students are part-time students.

Of new high school graduates who enrolled at PC in 1997-98, 54% were ethnic minority, compared to 30% district-wide. Phoenix Union High School District (PUHSD) reported 76% ethnic minority students in 1997-98.

About 40% of PUHSD students participate in the Free & Reduced Lunch Program each month, which is a measure of poverty in the community. Family households below poverty level tend to be located more within or south of downtown Phoenix. The average household income in the area south of PC had (in 1995) an average household income of only $19,391, compared to $31,606 for the larger PC service area and $37,488 for the entire Maricopa County.

A majority of persons 25 years or older without a high school diploma are concentrated in the south part of downtown Phoenix. In contrast, the majority of persons 25 years or older living in the north, east, central and far south of the County have bachelor's degrees.

A report in the 6/3/99 Arizona Republic states that Phoenix, between 1990 and 1998, was the fastest growing city of more than 500,000 residents. That growth exists much more on the outskirts of the city than in the central core, although there is now some growth occurring in the central core.

B. What are we? What should we be doing?

The college faculty and staff reviewed and refined the Mission and Institutional Goals statements during the 1998-99 academic year. The revision included input from faculty and staff, students, and some community members through the Alumni Association. The general consensus was that the Mission and Goals statements which were adopted in 1994 still reflect the purposes of the college and only relatively minor revisions were recommended and adopted. The newly revised statements are included in an Appendix A of this report.

The college has not had an official Vision statement for many years. During the upcoming academic year there will be a collaborative, inclusive process led from the President's Office which will result in an adopted college Vision statement.

The MCCD Governing Board has continued to refine its Ends Statements (now called Goals). The revised Goals statements are included in Appendix B of this report.

C. How do we achieve this?

The college succeeds in its mission and goals through the work of its faculty and staff. As of May 12, 1999 the college employed (not including OYOs, OSOs) 41 MAT/CEC, 110 PSA, 7 Crafts, 6 Security, 23 M&O, 147 Residential faculty, and 4 Specially Funded employees. Of those full-time, board-approved regular employees, 69% are White (non-Hispanic), 7% Black, 19% Hispanic, 3% Asian and 3% Native American. Of the 256 Adjunct Faculty, 89% reported ethnicity as White.

During the 1998-99 academic year, 285 PC employees (unduplicated count but including OYOs, OSOs and other short-term employees) participated in several categories of Staff Development. Twelve new residential faculty participated in the year-long New Faculty Orientation (NFO).

Work of the Instructional Departments centers on teaching and curriculum. The PC Curriculum Office processed 334 proposals for curricular changes during the year. Many academic departments worked hard on development of Assessment plans and emphasized retention of their students. The new Faculty Evaluation Plan (FEP) was implemented.

Goals for 1999-2000 for Instruction include: continue the development of the Assessment Plan; revise Program Review process and documentation to be more user friendly; develop a Media Equipment Plan; implement Technology Plan; and participate in review of college catalog, schedule and other publications.

The Administrative Services area had major accomplishments and major challenges during 1999-2000. The completion of the college fiber optic network and installation, after many years, of a new telephone system are important accomplishments. The construction successes, particularly at the Osborn Site, continue to upgrade the college plant. A retirement provided the opportunity to do some restructuring in the Facilities Use Office. The support of changes in the Budget Development system by Administrative Services staff was important and

The college did not progress in technology during the year as much as had been hoped, for various reasons including personnel issues. A new Director of Technology Planning has been hired and the college will implement an Administrative LAN during this coming year. Custodial Services will continue to be reviewed.

In Student Development Services, the 1998-99 academic year was one of program refinement and development. Dean Morris Johnson chaired the district SDS Deans Council which developed a Student Success Model. Academic Advisement expanded testing hours and coverage; A&R piloted the Customer Service Representative program; the Alumni Office implemented "Chapters"; Women's Golf finished 5th in the nation in its first year; Campus Safety upgraded its CCTV system; the Counseling Dept. added a MAT III Coordinator of Career Planning/Placement and expanded programs for at-risk students; the Financial Aid office continued its involvement in district planning for systems and technology; the International Student Center expanded its services to serve F-1 students; The Learning Center, Re-entry Center and Student Life and Leadership continued to refine and develop services to their students.

The President's Office has supervision responsibility for Institutional Research, PR & Marketing, and the Executive Assistant to the President/City Colleges Center. Institutional Research has been a vital component of the development of the college Assessment Plan and will continue to be. Additionally, this office is assisting in the migration to Institutional Effectiveness college-wide. A new Director of PR & Marketing began July 1 and will re-establishing the college Marketing Committee and Plan. Funding for the City Colleges Center has been stabilized through the district budgeting process.

D. Are the community and students being served?

Two core measures of success for community colleges are the number of students who graduate each year and the number of students who complete occupational certificate programs. As is demonstrated by the data below, even with the college enrollment declines in previous years through 1997-98, the numbers of students receiving degrees and/or occupational certificates has remained steady or increased.

Year Associate Degrees Certificates

1998-99 614 732

1997-98 655 517

1996-97 539 571

1995-96 556 713

1994-95 634 600

In each semester about 80% of PC students complete courses, which mirrors the district's overall completion rate of 80-81%. PC students complete successfully (with A,B,C or P) at a rate of 73%, which mirrors the district rate of 72%.

PC students transfer most frequently to ASU Main and ASU West. More than 450 PC students transferred to ASU Main during 1998-99. More than 515 former PC students graduated from ASU Main during 1998-99.

ASU West reported that 34% (399) of their 1998 graduating class were former PC students and 34% of those students graduated with honors.

As part of the overall Institutional Effective plan, the Student Academic Achievement Committee will complete a new Student Academic Achievement (SAA) Plan for 1999-2000. Both the IE and SAA plans will help the college to fulfill its purpose, through assessment strategies. The SAA plan will focus on student learning (and development) while the IE plan will focus on the rest of the college areas, which help to support, facilitate or enable student learning and development. The SAA Plan will be maintained as an integral but separate document from the Institutional Effectiveness Plan.

E. What are our recommendations?

Each year through collaborative, inclusive processes the college Planning Council develops annual college objectives. The 1998-99 College Objectives, with the accomplishments related to each objective, and the 1999-00 Objectives follow.

1998-99 PC College Objectives

1. PC will develop a centralized, comprehensive and integrated approach to

staff and professional development, including focus on technology, a customer

service approach and other staff development needs.

Specific objectives:

- Appropriate training for all faculty and staff

- Centralized model for communicating and implementing development and support services such as Travel, grants, DTA, etc.

- Create an assessment of the effectiveness of the centralized model.

Update:

This objective has been accomplished for the most part, with the coordination of the Dean of Instruction, the faculty member assigned to Faculty Development, and the Learning, Technology & Development department. Procedures for the Travel Committee have been streamlined by the Faculty Chair and are working very well. There continues to be a need for training, particularly as it related to technology.

2. Enrollment and retention are critical components of a vital learning environment. Efforts to increase these activities must be implemented in an organized and efficient fashion.

Specific objectives:

- Identify current practices and procedures for increasing enrollment and retention.

- Increase college capacity for enrollment management.

- Identify new sources of potential students.

Update:

College enrollment was up 4.1% for 1998-99. A pilot program employing a Customer Service Representative has been institutionalized. Many departments continue to develop retention plans and programs. Programs to serve special populations, such as Project Success and Dual/Concurrent enrollment programs have attracted and retained new student populations.

3. The educational, social and emotional climate at Phoenix College created by faculty and staff greatly influences the climate for students. All members of our college community need to feel safe, that they are part of an environment where they can trust others and be respected as individuals. Feelings of isolation and barriers to knowing each other as individuals must be removed, so that we can all participate together as a community.

Specific objectives:

- Develop a common vision of the community we strive to be.

- Develop specific activities in support of that vision, which will enable us to remove feelings of isolation and barriers to knowing each other, and increase feelings of trust, safety and respect.

Update:

MAT, PSA and M&O employee groups participated in focus groups in the Spring 99 semester, in which general topics related to college climate were discussed. The focus group findings have been consolidated and will be presented to and discussed by the MAT group at their August 13 Retreat. It is hoped that faculty will participate in similar focus groups during the Fall 1999 semester.

Phoenix College 99-00 College Objectives

1. Institutional Effectiveness/Process Improvement

PC will continue to improve its processes, with emphasis on:

Outreach/enrollment/recruitment/marketing

Long-range planning

Staff Development (particularly with regards to technology)

Budget process

Room & class scheduling

Recruitment of diverse faculty and staff

2. Assessment

PC will develop a comprehensive system of student learning assessment which is faculty-driven and with results used for improvement. The college will integrate this ongoing assessment cycle into its institutional effectiveness planning process.

3. Technology

The mission of the PC Technology Committee is: "To establish Phoenix

College as an educational leader in facilitating and promoting effective uses of technology for instruction, life-long learning, and student development in the college, workplace and community." The college has embraced the Technology Plan as developed by the Technology Committee and PCPC and will implement the first phase of the college's Technology Action Plan.

4. Campus Climate

Campus climate is a critical aspect of any organization and underlies all of its operations. The college will engage in a campus-wide initiative to promote and maintain an environment that supports, values and respects all members of the organization.

PHOENIX COLLEGE
MISSION STATEMENT
(revised Spring, 1999)

Phoenix College is a comprehensive community college responsive to the changing needs of the diverse community and individuals pursuing academic, occupational, developmental and personal enrichment goals.

Institutional Goals

1. Continue to create a learning environment that reflects the changing needs of students and the community.
2. Recruit and retain qualified faculty and staff who promote the success of our diverse student population.
3. Strengthen the role of Phoenix College as an intellectual and cultural resource for the community by providing educational programs and services that meet its needs.
4. Manage enrollment and strengthen retention efforts to promote the success of our diverse student population.
5. Develop and maintain relationships with the community such as schools and universities, businesses and public and private agencies.
6. Support economic development of the community by providing appropriate educational programs and services.
7. Encourage and support the professional development of faculty and staff.

Goals
STATEMENTS REVISION
ADOPTED
July 27, 1999

Goals

Priority goals have been identified by members of the Governing Board that relate to the benefits the Maricopa Community Colleges offers its constituents (the people of Maricopa County, students, the public and private sectors, universities and elementary & secondary schools). These goals are being monitored for their present status and subsequent improvements to ensure accountability. Global issues and cultural differences which include the diversity of opinions, lifestyles, learning styles, values and religions should be integrated throughout these goals and assessed when appropriate.

University Transfer Education and General Education

1. Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals.
2. Students will demonstrate post-secondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer and information literacy and mathematics.
3. Students will experience a seamless transfer to baccalaureate degree granting institutions.
4. Students will successfully complete certificate and associate degree programs.

Developmental Education

Students will demonstrate competencies in courses below 100 level (reading, mathematics, English) that prepare them for success in college level courses.

Workforce Development

1. Students will complete occupational programs or courses with skills sought by themselves or employers.
2.Maricopa County Community Colleges will collaborate with private, public and community partners to identify and respond to recruitment, training and education needs.

Student Development Services

1. Students will be provided programs and services that support their learning, educational and employment/career goals.
2. Students will be provided programs and services that support their personal growth and citizenship development.

Continuing/Community Education

1. Community members will be provided opportunities for personal interest and development to include:
    a. Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/technological delivery; courses of an avocational nature to include leisure, wellness and specialized training).
    b. Forums, dialogs for balanced views of contemporary civic and public issues.

    2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education institutions to increase the number of students that matriculate to the college level.

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